

УДК 378.096

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## **METHOD OF MIXED LEARNING AS A DIDACTIC MEANS OF EFFECTIVELY ORGANIZING THE TEACHING OF FOREIGN LANGUAGES**

*The article considers the method of mixed education as one of the directions of the development of modern higher education. Models of mixed learning and the possibility of their application in the educational environment are analyzed using the example of the Foreign Language discipline. The advantages of integrating e-learning into the traditional form of organization of the educational process are noted.*

Changes in the external environment of society, associated with the coronavirus infection COVID-19 and the subsequent introduction of quarantine and restrictive measures, could not but have a significant impact on the organization of the educational process in the establishments of secondary and higher education.

The expansion of the usage of distance learning technologies, due to the goals of safety and health care, was the result of serious external factors and reflected the adaptation of the educational system to the new conditions of development with the selection and usage of the most effective distance technologies, which significantly affect the transmission and acquisition of better knowledge.

The lack of the necessary experience of the most educational organizations and, accordingly, teachers in integrating distance learning as well as e-learning into the traditional and familiar format of educational interaction has led to many difficulties and problems. The latter demanded an urgent solution in the shortest possible time to socialize learning in a virtual space and create its new on-line form. After a certain period of time, the experience and results of the professional activities of the pedagogical community are evaluated in different ways, but it is quite obvious that a return to the old traditional learning format will not occur, if only because all participants in the educational process received and used the opportunities of information Internet resources as a means of faster knowledge acquisition, and sufficiently assessed the advantages of their availability compared to book resources.

Along with the obvious amenities of distance technologies, which help each student organize their own virtual learning space, individualize participation and degree of involvement in on-line training, as well as the mode and methods of self-training and carrying-out the tasks, there is a danger of formalization of educational interaction due to the loss of personal contacts and emotional connections. Immersion in a purely distance learning format limits the ability of a teacher to create a special emotional background for organizing high-quality training and understanding the internal state of students, thereby the importance of empathy as a factor in the success of pedagogical activity is partially levelled.

Among the other adverse consequences of the forced transition from off-line to on-line training are the teachers technically unprepared to use the computer technologies, the presence of various kinds of errors in electronic educational publications, the lack of safe technologies for a distance work, the negative impact of long hours work with electronic resources on the physical and mental health of a person and much more.

At the same time, it cannot be denied that the dominance of information and communication technologies in the educational space contributes to the modification of existing approaches to teaching a foreign language and intensifies the search for effective methods that ensure the formation of universal and general professional competencies in the field of application of modern communication technologies, including those in a foreign language, with the aim of professional and other interaction. In order not to fall out of the modern educational space, the teacher, using current technical and information resources, speaks the same language as the students. And, in doing so, information technologies are integrated into the educational process, realizing their didactic potential in the implementation of the process of teaching a foreign language. The opportunity got by students in order to create a modern electronic interactive product instead of such familiar forms of training reporting as translation, report or abstract motivates them to search for creative solutions to their tasks and contributes to increasing the level of knowledge of a foreign language and interest in its study. The concept of mixed education just offers an organic combination of such forms of higher education as traditional, distance and electronic.

For a long time, until 2020, the method of mixed training was considered as an innovation and did not have wide application in educational establishments of various types. Today, having lost the status of innovation due to the rapid development of information technologies amid the crisis caused by the pandemic, the mixed learning model has taken a strong position among the methods of teaching, including a foreign language teaching, updated by the time and social context. Combining various forms and methods of material presentation, mixed foreign language training is implemented in the course of classroom classes (off-line) in direct communication with the teacher

and in combination with the use of distance and e-learning technologies to organize both self-training and classroom work of students. The usage of mixed learning method in foreign language teaching has many advantages, among which the personalization of learning stands out, including the formation of the ability to independently find and study training materials presented both in print and in electronic form. Equally important are such features of this method as the flexibility of the educational process expressed in the ability to orient the curriculum to the needs of students, as well as support for educational activities in the form of timely feedback between the teacher and students. The variety of the used interactive technologies ensures the involvement of a wide range of learners in the process of learning a foreign language and contributes to the formation of motivation for obtaining deeper knowledge. Moreover, it is by means of distance technologies that students are given the opportunity to communicate foreign language outside classrooms, and special tasks of a creative and reproductive nature, embedded in the component of e-learning, develop elements of critical thinking and practical skills defined by universal and general professional competencies.

The above mentioned advantages and features of the mixed learning method represent its generalized brief characteristic and partly explain the popularity of this method in the pedagogical environment. Mixed learning is a holistic system in which the traditions of ordinary, so-called full-time learning and forms of interactive Internet cooperation coexist, but the success of this system is determined and ensured by the correct distribution and balance of its components and how they correspond to the didactic goals of teaching the discipline.

The mixed learning method is implemented on the basis of such models as «Face-to-Face Driver», «Flex», «Rotation», «Online Lab», «Self-Blend», «Online Driver» etc. Each of the models has its own format of combining the direct personal and indirect interaction of the teacher and students. The latter involves the use of electronic and Internet resources both for basic training and for mastering of additional content of a course of study.

Obviously, the «Face-to-Face Driver» model (or its basic components) spontaneously spread in the domestic educational system simultaneously with the emergence of wide availability of Internet resources and smart technologies. This model proposes such an organization of the educational process, when the knowledge is transmitted by the teacher personally in the training sessions and in a certain amount of classroom hours, and, at that, online training, which is considered as auxiliary or additional, is included. Another model, namely, the «Flex» model, during the pandemic period was the only one available to educational organizations which were not provided with a video platform for constant interaction between teachers and students, since the model itself involves the mastering of most of the teaching material by e-learning tools

with an additional format in the form of a teacher coordinating activities to organize group or individual consultations in terms of subjects difficult to understand.

The «Rotation» model («Station Rotation» and «Lab Rotation»), combining on-line training, front-line work with the teacher and work in groups, for example, to create collective projects, already in the name reflects its distinctive features and advantages in comparison with other organizational models of training. It ensures an even distribution of time between on-line and off-line learning in the classroom and largely individualizes the pedagogical process, giving the teacher the opportunity to assist both poorly performing students in obtaining basic knowledge and to expand the understanding of subject activities among more successful students. Currently, this model no longer requires complex technical equipment of the classroom, except for the creation of complex graphic and other projects that are rarely used in teaching a foreign language.

The «Self-Blend», «Online Driver» and «Online Lab» models can be successfully applied in order to ensure greater variability in the choice of training program, training course time and educational service providers. Moreover, it should be noted that these and other mixed learning models are mostly used in a variety of combinations, and not in a single format.

Teaching a foreign language, guided by system-based, personal-oriented, communicative-oriented or competence-based approaches, activates the following universal educational actions: self-determination of the meaning of education (personal); development of skills for organization, targeting and evaluation of results of self-activity (regulatory); mastering methods of getting knowledge and information skills (cognitive); implementation of methods of interaction with people in the process of foreign-language speech communication — explanations, arguments, beliefs, etc. (communicative) [1]. Obviously, the use of the mixed learning method, which combines the best learning traditions in on-line and off-line modes, creates an effective space for the formation of general professional and professional skills that are not limited to the scope of the study discipline, and has additional capabilities compared to the usual form of education.

The potential of the mixed learning method is undeniable. The component of the group's live communication with the teacher in the classroom, built in parallel with the component of the electronic environment, is aimed mainly at students and takes into account their individual characteristics, interests and level of their readiness for cognitive activity. The possibilities and variety of electronic resources created in the context of ensuring the integration of this method into the educational environment of the university create conditions for students to determine their individual trajectory of study activities, and the teacher receives additional means for variably filling e-learning courses with exciting on-line tasks that contribute to the formation of a high level of

motivation for learning a foreign language. Mixed learning models are constantly being developed, improved and implemented in different combinations depending on the goals of the training.

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### **Метод смешанного обучения как дидактическое средство эффективной организации преподавания иностранных языков**

Расширение сферы применения дистанционных технологий обучения явилось следствием серьезных внешних факторов и отразило картину адаптации системы образования к новым условиям развития с отбором и использованием наиболее эффективных дистанционных технологий, в значительной степени влияющих на трансляцию и получение качественных знаний.

Авторы убеждены, что информационно-коммуникативные технологии в учебном пространстве способствуют модификации существующих подходов к обучению иностранному языку и активизируют поиск эффективных методик, обеспечивающих формирование у обучающихся универсальных и общепрофессиональных компетенций в сфере применения современных коммуникативных технологий, в том числе и на иностранном языке, с целью профессионального и иного взаимодействия.

Наряду с очевидными удобствами дистанционных технологий, которые помогают каждому обучающемуся организовать свое виртуальное учебное пространство, индивидуализировать участие и степень вовлеченности в онлайн-обучение, а также режим и способы самостоятельной подготовки и выполнения заданий, следует отметить опасность возникновения формализации учебного взаимодействия, обусловленную утратой личных контактов и эмоциональных связей.

В числе неблагоприятных последствий вынужденного перехода от офлайн- к онлайн-обучению можно назвать и техническую неподготовленность педагогических кадров к использованию компьютерных технологий, наличие разного рода ошибок в электронных учебных изданиях, отсутствие безопасных технологий для удаленной работы и отрицательное влияние многочасовой работы с электронными ресурсами на физическое и психическое здоровье человека.

Подчеркивается, что использование метода смешанного обучения в преподавании иностранного языка имеет преимущества, среди которых выделяются персонализация обучения, в том числе формирование умения самостоятельно находить и изучать учебные материалы, гибкость учебного процесса, а также поддержка образовательной деятельности в форме своевременной обратной связи между преподавателем и студентами. Более того, именно средствами дистанционных технологий студентам предоставляется возможность иноязычной коммуникации вне аудиторных занятий,

а специальные задания творческого и репродуктивного характера, заложенные в компонент электронного обучения, развивают элементы критического мышления и определенные универсальными и общепрофессиональными компетенциями практические навыки.

Компонент живого общения группы с преподавателем на занятии, параллельно выстроенный с компонентом электронной среды, ориентирован преимущественно на обучающихся и учитывает их индивидуальные особенности, интересы и уровень готовности к познавательной деятельности. Возможности и разнообразие электронных ресурсов, создаваемых в контексте обеспечения интеграции данного метода в образовательную среду вуза, создают условия для определения обучающимися своей индивидуальной траектории учебной деятельности, а преподаватель получает дополнительные средства для вариативного наполнения курсов электронного обучения увлекательными онлайн-заданиями, способствующими формированию высокого уровня мотивации к изучению иностранного языка. Модели смешанного обучения постоянно развиваются, совершенствуются и реализуются в различных комбинациях в зависимости от целей обучения.

Делается вывод, что применение метода смешанного обучения, который сочетает в себе лучшие традиции обучения в режимах онлайн и офлайн, создает эффективное пространство для формирования общепрофессиональных и профессиональных навыков, не ограниченных рамками изучаемой учебной дисциплины, и обладает дополнительными возможностями по сравнению с обычной формой образования.